

THE COMMONWEALTH OF VIRGINIA

Department of Education
P.O. Box 2120
Richmond, VA 23218-2120

REQUEST FOR PROPOSALS

Issue Date: October 10, 2003

Title: Mathematics and Science Partnership Competitive Grant Program

Funding Authority: *No Child Left Behind Act of 2001*, Title II, Part B, Mathematics and Science Partnerships – P.L. 107-110

Issuing Agency: Virginia Department of Education, Division of Instruction, P.O. Box 2120, Richmond, VA 23218-2120

Street Address: Virginia Department of Education, Office of Program Administration and Accountability, James Monroe Building, 23rd Floor, 101 North 14th Street, Richmond, VA 23219

Subgrant Period: From Date of Award to September 30, 2005

Bidder's Conference: October 31, 2003, at 10 a.m.
James Monroe Building, 101 N. 14th Street, Richmond, VA 23219
Conference Room B on the first floor

Interested bidders must file an Intent to Submit Form (Appendix A) by October 24, 2003, with Mrs. Kate Tsengas at the street address listed above. This form is a requirement to proceed with the proposal process, but it is not a formal commitment to submit a proposal. Interested bidders are invited to attend a bidder's conference on October 31, 2003, at 10 a.m. at the location listed above.

Only proposals that offer to fulfill the requirements herein and are received by 4 p.m. on December 18, 2003, will be accepted. Proposals that are postmarked after the deadline will not be accepted unless the deadline is modified by addendum.

Please direct all inquiries, questions, and requests for information to: Dr. Linda Wallinger, acting director, Office of Program and Administration and Accountability, Division of Instruction, Virginia Department of Education, either by e-mail (lwalling@mail.vak12ed.edu) or phone (804-225-4264).

Note: This public body does not discriminate against faith-based organizations in accordance with the Code of Virginia, §11-35.1 or against a bidder or offeror because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by State law relating to discrimination in employment.

In compliance with this Request for Proposals (RFP) and all of the conditions imposed herein, the undersigned offers and agrees to furnish services in accordance with the attached signed proposal or as mutually agreed upon through subsequent negotiation. Please fill out the blanks below in blue or black ink and return with proposal.

VIRGINIA DEPARTMENT OF EDUCATION

Mathematics and Science Partnership Program

No Child Left Behind Act of 2001 **Public Law 107-110** **Title II, Part B**

Request for Proposals #MSP-03

Deadline for Proposals: December 18, 2003, at 4 p.m.

Contact information:

Dr. Linda Wallinger, Acting Director
Office of Program Administration and Accountability
Virginia Department of Education
James Monroe Building – 23rd Floor
101 N. 14th St.
Richmond, VA 23219
E-mail: lwalling@mail.vak12ed.edu
Telephone: (804) 225-4264
Fax: (804) 692-3163

**Mathematics and Science Partnership Program
Request for Proposals 2003-2004**

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APPLICATION INSTRUCTIONS FOR INSTITUTIONS OF HIGHER EDUCATION, SCHOOL DISTRICTS, AND NONPROFIT ORGANIZATIONS SEEKING A MATHEMATICS AND SCIENCE PARTNERSHIP GRANT

I. Introduction/Background

In January 2002, the *No Child Left Behind Act of 2001* (NCLB) became law. Title II, Part B, of this legislation authorizes a Mathematics and Science Partnership (MSP) competitive grant program. The intent of this program is to encourage institutions of higher education, local school divisions, elementary schools, and secondary schools to participate in professional development activities that increase the subject matter knowledge and teaching skills of mathematics and science teachers. Professional development activities must be sustained, intensive, classroom focused, and aligned with state and local standards and mathematics and science curricula. These activities must result in a demonstrable and measurable improvement in student academic achievement in mathematics and science.

Core partners in these grants must include mathematics, science, and/or engineering departments from higher education institutions, including community colleges. Partnerships of higher education, K-12 divisions, and other stakeholders will draw upon the strong disciplinary expertise of the mathematicians, scientists, and engineering faculty from higher education institutions to develop professional development activities that will effect improvements in student outcomes by providing K-12 teachers with strong mathematics and/or science content knowledge.

The Virginia Department of Education is responsible for the administration of this program. Funds available for the Mathematics and Science Partnership competitive grant program in 2003-04 will be awarded by the department to support successful proposals submitted by departments of mathematics or mathematics education at Virginia institutions of higher education; high-need school divisions; or nonprofit organizations (NPOs) that have formed partnerships that will provide programs and resources to increase (1) the number of highly qualified mathematics teachers in middle schools, with particular focus on middle schools accredited with warning or provisionally accredited and/or (2) the number of individuals licensed to serve as a K-8 mathematics specialist as described in the proposed Virginia licensure regulations for the position.

II. Program Description

A. Purpose: The purpose of this program is to:

(1) Provide support to increase the number of highly qualified mathematics teachers in grades K-8, particularly in middle schools that are accredited with warning or provisionally accredited; and/or

(2) Improve the quality of K-8 mathematics teaching by encouraging institutions of higher education to expand their K-8 mathematics education program of studies to support Virginia's proposed licensure requirements for K-8 mathematics specialists.

B. Eligibility (eligible partners):

(1) Partnerships applying for a Mathematics and Science Partnership grant **must** include:

- (a) A mathematics department of an institution of higher education that offers a master's level mathematics and/or mathematics education program; and
- (b) A high-need local educational agency, as defined in Part III, D, below.

(2) Partnerships may also include:

- (a) The mathematics or mathematics education department of another institution of higher education;
- (b) Additional local educational agencies, public charter schools, public elementary schools or middle schools, or a consortium of such schools;
- (c) A business; or
- (d) A nonprofit organization of demonstrated effectiveness in improving the quality of mathematics teachers.

C. Use of Funds: A partnership shall use funds provided to design and implement programs that allow participants, particularly from middle schools that are accredited with warning or provisionally accredited, to meet **either**:

- (1) The criteria for a highly qualified middle school mathematics teacher according to the *No Child Left Behind Act of 2001*. Non-regulatory guidance provided by the U.S. Department of Education on September 12, 2003, [available online: <http://www.ed.gov/programs/teacherqual/guidance.pdf>] indicated that in order to meet the definition of highly qualified, middle school teachers must (a) pass a "rigorous state test on each of the academic subjects in which the teacher teaches," (b) have successfully completed, in each of the academic subjects the teacher teaches "an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced credentialing," or (c) through the High Objective Uniform State Standard of Evaluation (HOUSSE) procedures established by the state. At this time, Virginia has not yet established HOUSSE procedures. Virginia has identified the "rigorous state test" for middle school mathematics teachers as the Praxis II Middle School Mathematics Test 0069.

or

- (2) The proposed competencies for licensure in Virginia as a K-8 mathematics specialist at the master's degree level as follows:

Proposed Competencies for Licensure in Virginia as of June 25, 2003

8 VAC 20-21-680. Mathematics specialist for elementary and middle education.

A. A mathematics specialist is a teacher in the elementary or middle grades who has interest and special preparation in mathematics content, scientifically-based research in the teaching and learning of mathematics, diagnostic and assessment methods, and leadership skills. The school-based mathematics specialist will serve as a resource in professional development, instructing children who have learning difficulties in mathematics, curriculum development and implementation, mentoring new teachers, and parent and community education.

B. The mathematics specialist program will ensure that the candidate has completed at least three years of successful classroom teaching experience in which the teaching of mathematics was an important responsibility and demonstrated the following competencies:

1. Understanding of the knowledge, skills, and processes of the Virginia Mathematics Standards of Learning and how curriculum may be organized to teach these standards to diverse learners;
2. Understanding of a core knowledge base of concepts and procedures within the discipline of mathematics, including the following strands: number systems and number theory; geometry and measurement; statistics and probability; and functions and algebra;
3. Understanding of the sequential nature of mathematics and the mathematical structures inherent in the content strands;
4. Understanding of the connections among mathematical concepts and procedures and their practical applications;
5. Understanding of and the ability to use the five processes — becoming mathematical problem solvers, reasoning mathematically, communicating mathematically, making mathematical connections, and using mathematical representations — at different levels of complexity;
6. Understanding of the history of mathematics, including the contributions of different individuals and cultures toward the development of mathematics and the role of mathematics in culture and society;
7. Understanding of major current curriculum studies and trends in mathematics;
8. Understanding of the role of technology and the ability to use graphing utilities and computers in the teaching and learning of mathematics;
9. Understanding of and the ability to select, adapt, evaluate and use instructional materials and resources, including professional journals and technology;
10. Understanding of and the ability to use strategies for managing, assessing, and monitoring student learning, including diagnosing student errors;
11. Understanding of and the ability to use strategies to teach mathematics to diverse learners;
12. Understanding of leadership skills needed to improve mathematics programs at the school and division level, including the needs of high- and low-achieving students and of strategies to challenge them at appropriate levels; child psychology, including personality and learning behaviors; educational measurement and evaluation; and effective professional development approaches; and
13. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

C. Endorsement requirements. The candidate must have:

1. Completed at least three years of successful classroom teaching experience in which the teaching of mathematics was an important responsibility; and
2. Graduated from an approved mathematics specialist preparation program (master's level); or
3. Completed a master's level program in mathematics, mathematics education, or related education field with 30 semester hours of graduate coursework in the competencies listed, including at least 21 hours of coursework in undergraduate or graduate-level mathematics.

D. Duration of Grants: Funds for the 2003-2004 funding period were available to Virginia on July 1, 2003, and must be sub-granted by the Virginia Department of Education by September 30, 2004. Sub-grantees then have until September 30, 2005, to spend these funds. All teachers in the cohort identified to earn the K-8 mathematics specialist certification as part of this grant must complete the program by September 30, 2005. Applicants should note that Congress has not yet appropriated any funds for the 2004-2005 or 2005-2006 Mathematics and Science Partnership programs.

E. Supplement Not Supplant: Funds received shall be used to supplement, and not supplant, funds that would otherwise be used for proposed activities.

III. Definitions

A. Highly Qualified Teacher: In Virginia, the term "highly qualified" used in reference to any public elementary, middle, or secondary school teacher in the core academic subjects means that the teacher: holds full state licensure as a teacher, including licensure through alternate routes; and teaches only in the area or areas of endorsement. See Part II, C (1), above for further clarification of the definition as it applies to middle school teachers.

B. Professional Development: The term "professional development" means instructional activities that:

- (1) Are based on scientifically-based research and state academic content standards, student academic achievement standards, and assessments;
- (2) Improve and increase teachers' knowledge of the academic subjects they teach;
- (3) Enable teachers to become highly qualified; and
- (4) Are sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom.

C. Scientifically-Based Research: The term "scientifically-based research" means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that:

- (1) Employs systematic, empirical methods that draw on observation or experiment and involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

- (2) Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (3) Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions, with appropriate controls to evaluate the effects of the condition of interest and with a preference for random-assignment experiments or other designs to the extent that those designs contain within-condition or across-condition controls;
- (4) Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at minimum, to offer the opportunity to build systematically on their findings; and
- (5) Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

D. High-Need School Division: For the purposes of this grant “high-need school division” means a school division where:

- (1) One or more schools are provisionally accredited; **or**
- (2) One or more schools are accredited with warning; **or**
- (3) Twenty percent or more of the mathematics teachers hold provisional teaching licenses as identified by the school division in data it submitted for the most recent survey of instructional personnel.

The accreditation status of schools in Virginia is available at the Web site of the Virginia Department of Education (<http://www.pen.k12.va.us>).

IV. **Proposal Requirements**

Each proposal submitted **must** include:

- A. Evidence of Meaningful Partnerships: Partnerships that exhibit characteristics including, but not limited to, the following:
 - (1) Sustainability: A partnership must demonstrate an ability to maintain the targeted activities beyond the length of the project and a description of how the partnership will continue the activities funded under this proposal after the original grant period has expired.
 - (2) Commitment: Evidence of active long-term planning and involvement of all partners must be documented. There must also be evidence of fiscal commitment of partner school districts.
 - (3) Capacity: Evidence of the number and quality of staff to carry out the proposed activities and the institutional resources to support the activities must also be included.
- B. Needs Assessment: The results of a comprehensive needs assessment of teacher quality with respect to the teaching and learning of mathematics of any school divisions or schools that comprise the eligible partnership, particularly at the middle school level.

C. Project Plan that Meets Identified Needs: Implementation plans that include:

- (1) Evidence that the planned program will address the identified measurable outcomes through clear strategies that provide roadmaps to achieving both the long- and short-term goals and objectives of the program.
- (2) A description of how the program to be carried out by the eligible partnership will address providing the identified cohort of teachers a curriculum that will increase (a) the number of highly qualified mathematics teachers in middle schools, with particular focus on middle schools accredited with warning or provisionally accredited and/or (b) the number of individuals licensed to serve as a K-8 mathematics specialist as described in the proposed Virginia licensure regulations for the position.
- (3) A description of how the eligible partnership will carry out the authorized program of activities.

D. Research Base: A description of how the program to be carried out by the eligible partnership will be based on a review of scientifically-based research, an explanation of how the program is expected to strengthen the quality of K-8 mathematics instruction and improve student academic achievement, and a detailed explanation of the research design.

E. Evaluation and Accountability Plan: An evaluation and accountability plan that includes rigorous objectives that measure:

- (1) Progress towards meeting the goals and objectives established in response to the comprehensive needs assessment;
- (2) The number of K-5 and 6-8 mathematics teachers who participate;
- (3) The increase in the number of highly qualified K-8 mathematics teachers in the participating divisions;
- (4) Improvements in student academic achievement as measured by Virginia's Standards of Learning mathematics assessments; and
- (5) Improvement in mathematics content knowledge of teachers.

In compliance with the *No Child Left Behind Act of 2001*, Title II, Part B, Section 2202 (f), partnerships receiving a grant or subgrant to support a mathematics and science partnership must report annually to the U.S. Secretary of Education regarding progress in meeting the objectives of the project. Subgrantees should be prepared to meet the requirements of the evaluation and accountability plan that will be further outlined by the U.S. Department of Education. Annual reports must also be submitted to the Virginia Department of Education.

F. Sustainability: A description of how the partnership will continue the activities funded under this proposal after the original grant period has expired.

V. Preparation of Application

Listed below are the required components of an acceptable application in the order that they should appear. The narrative sections of the proposal must be double-spaced and the font used must not be smaller than 12-point. The application, not including the appendix, shall not exceed 20 pages. Applicants must adhere to the page limitations on the narrative sections, and may not append additional material beyond that allowed in the following list.

- A. Intent to Submit: Use the form provided in Appendix A to express the intent of the partnership to submit a proposal. This form must be returned to the Virginia Department of Education by October 24, 2003, and is a requirement to proceed with the proposal process. It is not a formal commitment to submit a proposal.
- B. Cover Page: Use the form provided in Appendix B. The cover page should be the first page of the application.
- C. Assurances: Use the form provided in Appendix C. The assurances page must follow the cover page as the second page of the application.
- D. Partnership Agreements: This section shall include a narrative of the roles of the partners and their duties and responsibilities related to the goals and objectives of the project. This section shall also describe the partnership's governance structure specific to decision-making, communication, and fiscal responsibilities. In addition to this narrative section, each application must append:
 - (1) A Partner Identification Form for each partner (see Appendix D); and
 - (2) A letter of commitment from each partner outlining the role and contributions of the partner and providing evidence that the proposed partnership activities are integral to the partner's instructional mission.
- E. Results of Needs Assessment: This section will identify and prioritize baseline content needs of teachers in partner school divisions and include the number of K-8 mathematics teachers in these divisions who do not meet the state's definition of a highly-qualified teacher, disaggregated by grade level or subject area that they teach. This baseline information must be determined using a current (within past 12 months) assessment of teacher quality and professional development needs. This section will also include a description of the methodologies used to collect this information. The results of the assessment must be used in the establishment of the goals and objectives for this proposal.
- F. Abstract: Provide an abstract of the proposal that briefly and concisely describes the program to be implemented and summarizes the intended results of the program. The abstract may not exceed 250 words.

G. Project Narrative and Timeline: The program narrative must include a timeline for the implementation of activities and address each of the following items. The narrative section must be double-spaced and may not exceed ten (10) pages.

- (1) Need addressed
- (2) Program goals and objectives
- (3) Program activities
- (4) Program personnel
- (5) Institutional capacity
- (6) Follow-up activities
- (7) Coordination with existing programs and initiatives
- (8) How the program of studies will be differentiated to address the needs of teachers who enter the program with varying degrees of preparation, for example, those who already hold a master's degree vs. those who do not
- (9) How the program will identify and attract "almost highly qualified teachers" to target and maximize the efforts to reduce quickly the number of middle school teachers who do not meet the definition of highly qualified.
- (10) Research base to support project

H. Bibliography: Provide a list of references and resources used to complete the narrative.

I. Description of the Program's Alignment to State Content and Professional Development Standards: This section shall describe how the activities included in this program provide instruction to teachers at a level beyond the level of content they are expected to teach to students; model instructional strategies that will provide teachers with the methodologies to effectively improve student achievement; and describe how the activities are aligned to state and national professional development standards for the content area.

J. Evaluation and Accountability Plan: Describe the plan that will be used to evaluate the program during each year of the program. This plan **must** include:

- (1) Measurable objectives and annual targets that describe progress towards meeting the goals and objectives established to increase (a) the number of highly qualified mathematics teachers in middle schools, with particular focus on middle schools accredited with warning or provisionally accredited and/or (b) the number of individuals licensed to serve as a K-8 mathematics specialist as described in the proposed Virginia licensure regulations for the position;
- (2) Measurable objectives and annual targets that describe progress towards meeting the goals and objectives established in response to the comprehensive needs assessment and reducing the number of teachers who do not meet the definition of "highly-qualified teacher";
- (3) Measurable objectives to increase the number of mathematics teachers who participate in content-based professional development activities; and
- (4) Measurable objectives for improved student academic achievement on state mathematics assessments.

In compliance with the *No Child Left Behind Act of 2001*, Title II, Part B, Section 2202 (f), partnerships receiving a grant or subgrant to support a mathematics and science partnership must report annually to the U.S. Secretary of Education regarding progress in meeting the objectives of the project. Subgrantees should be prepared to meet the requirements of the evaluation and accountability plan that will be further outlined by the U.S. Department of Education. Further information regarding reporting requirements and forms available will be made on the department's Web site. Annual reports must also be submitted to the Virginia Department of Education.

- K. Budget: Include a project budget (see Appendix E) that reflects the entire funding period as part of the application. In addition, a Partner Funding Request (see Appendix F) for each partner must be included in the application appendix. In order to claim indirect costs, a grantee must provide documentation of an approved indirect cost rate. In no case may the indirect cost rate exceed 8 percent.
- L. Budget Narrative: The budget narrative should describe the basis for determining the amounts shown on the project budget page. It should outline the request for grant funding as well as describe in-kind contributions or other matching funds to be provided by the partners. The budget narrative should also address the amount of money or in-kind support that participating school divisions must contribute for their teachers to participate in the program. The budget narrative may be single-spaced. Both the project budget and the narrative description should be aligned with the activities described in the proposal narrative and should reflect any coordinated uses of resources from other sources.
- M. Appendix: The proposal appendix should include only the following documents:
 - (1) A partnership identification form for each partner (see Appendix D);
 - (2) Letters of commitment from each partner; and
 - (3) A Partner Funding Request for each partner (see Appendix F).

VI. Proposal Submission and Review

- A. Submission: Applicants must submit an original and four copies of the full proposal to the Virginia Department of Education. The original must include an original signature of the authorized institutional official on the cover page. Fax and e-mail transmissions are not acceptable. To be considered for funding, proposals must be received at the Virginia Department of Education by 4 p.m. on December 18, 2003. Incomplete applications will not be considered. Proposals should be mailed or delivered to:

Dr. Linda Wallinger
Virginia Department of Education
James Monroe Building –23rd Floor
101 North 14th Street
Richmond, VA 23219

- B. Review Process: As proposals are received at the department, they will be reviewed by staff for completeness and compliance with the requirements set forth in Title II, Part B, of the *No Child Left Behind Act of 2001* to determine applicant eligibility. Any questions about significant omissions from a proposal or about applicant eligibility will be referred to the proposing organization. If, in the judgment of the department, a proposal is late, significantly incomplete, or an applicant cannot establish its eligibility, the proposal will be omitted from the competition. The decision of the department is final. Applicants submitting proposals that are withdrawn due to incompleteness or ineligibility will be notified in writing.

An expert review panel will evaluate eligible applications in light of the required application components and the established criteria. The review panel will review each eligible application and make recommendations to the department in the areas of program, budget, and efficacy. The review panel's scores and recommendations will be the primary determinant of successful proposals and will form the basis for negotiation and final selection. Proposals will be ranked according to the final score assigned by the review panel and selected for funding consideration based upon the following criteria: final score assigned each proposal by the review panel; a cost-effectiveness ratio determined by the relationship between the number of teachers served, the actual amount of teacher-faculty instructional contact time, and the total cost of the program; geographic distribution.

Following the review, eligible project directors will be contacted by department staff to discuss any modifications of the project plan that may be required. The department will seek to fund those proposals that show the most promise for successful professional development programs. In order to maximize the effects of limited funds, applicants whose grants are recommended at less than the amount requested may be asked to revise the project budget and/or scope of work.

C. Review Criteria:

Criteria	Points
Commitment and Capacity of Partnership	10
Demonstration of Need and Research Base	10
Alignment of Project Goals and Objectives with Professional Development Needs	20
Efficacy of Plan	15
Evaluation and Accountability Plan	15
Budget and Cost Effectiveness	10

Bonus points will be awarded as indicated to proposals that (1) focus on closing the achievement gap for subgroup populations identified by district data as not meeting AYP in the partner school district (up to 10 points); (2) contribute Title II, Part A, funds from school divisions to support the professional development of teachers in preparing for the K-8 mathematics specialist certification (up to 5 points), and/or (3) operate with an indirect cost lower than 8 percent (up to 5 points).

VII. Award Administration

- A. Notification of the Award: Within thirty days of completion of the review process, the Project Director will be notified of the status of the proposal.
- B. Award Conditions: For the 2003-2004 competition, approximately \$1.4 million is available for Mathematics and Science Partnership awards in Virginia. The Department of Education expects to fund approximately four Mathematics and Science Partnership programs in the state that focus on increasing (a) the number of highly qualified mathematics teachers in middle schools, with particular focus on middle schools accredited with warning or provisionally accredited and/or (b) the number of individuals licensed to serve as a K-8 mathematics specialist as described in the proposed Virginia licensure regulations for the position;
- C. Applicants should note that Congress has not yet appropriated any funds for the 2004-2005 or 2005-2006 Mathematics and Science Partnership programs.
- D. Reporting Requirements: Each eligible partnership receiving a grant or subgrant must report annually to the U.S. Department of Education and the U.S. Secretary of Education as well as to the Virginia Department of Education regarding the eligible partnership's progress in meeting the objectives and annual targets described in the partnership's accountability plan. Further information regarding reporting requirements and forms available will be made on the U.S. Department of Education's Web site.

APPENDICES

Mathematics and Science Partnership Program

Virginia Department of Education
101 North 14th Street
Richmond, VA 23219

**Mathematics and Science (MSP) Partnership Grant
2003-2004**

Intent to Submit Form

Interested Institution or Organization: _____

**Proposed
Program Title:** _____

Contact Person:

Name: _____

Title: _____

Address: _____

Telephone: _____ **Fax:** _____

E- Mail: _____

' Please check if you plan to attend the Bidder's Conference on Friday, October 31, 2003, at 10 a.m. in Conference Room B on the first floor of the James Monroe Building, 101 N. 14th Street, Richmond, VA 23219.

' How many people will be in your party? _____

Interested bidders must return this form by October 24, 2003, to:

**Mrs. Kate Tsengas
Virginia Department of Education
101 N. 14th Street
Richmond, VA 23219
Voice: (804) 371-7583
Fax: (804) 786-9769**

Virginia Department of Education
101 North 14th Street
Richmond, VA 23219

**Application for 2003-2004
Mathematics and Science (MSP) Partnership Grant**

Applying Institution or Organization: _____

Program Title: _____

Program Director

Name: _____

Title: _____

Address: _____

Telephone: _____ **Fax:** _____

E- Mail: _____

Amount of MSP Funds Requested: \$ _____

Number of Teachers to be Served Directly: _____

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Typed or Printed Name of Authorized Official

Title

Signature of Authorized Official

Date

**Mathematics and Science Partnerships
2003-2004**

STATEMENT OF ASSURANCES

Should an award of funds from the Mathematics and Science Partnership Program be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Virginia Department of Education that the authorized official will:

1. Upon request, provide the Virginia Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Conduct educational activities funded by this project in compliance with the following federal laws:
 - a. Title VI of the Civil Rights Act of 1964
 - b. Title IX of the Education Amendments of 1972
 - c. Section 504 of the Rehabilitation Act of 1973
 - d. Age Discrimination Act of 1975
 - e. Americans with Disabilities Act of 1990
 - f. Improving America's Schools Act of 1994;
3. Use grant funds to supplement and not supplant funds from nonfederal sources;
4. Take into account during the development of programming the need for greater access to and participation in the targeted disciplines by students from historically underrepresented and underserved groups;
5. Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the U.S. Department of Education and the Virginia Department of Education.

<p>The authorized signature on the cover page indicates that the applicant will comply with the statement of assurances above. This page should follow the cover page in the application packet.</p>
--

**Mathematics and Science Partnerships
2003-2004**

PARTNER IDENTIFICATION FORM

Include a Partnership Identification Form for each of the partner institutions/organizations participating in the Mathematics and Science Partnership proposal.

PARTNER INSTITUTION: _____

Primary Contact

Name: _____

Title: _____

Address: _____

Telephone: _____ **Fax:** _____

E- Mail: _____

Type of Institution/Organization: _____

Appendix E

Mathematics and Science Partnerships 2003-2004

TOTAL PROJECT BUDGET Total Partnership Funding Request

Program Title:

A. Direct Cost Requested for Partnership	YEAR 1 – From Date of Award to 9/30/04		YEAR 2 – From 10/1/04 to 9/30/05		TOTAL	
	MSP Funds	In-Kind or Other Matching Funds	MSP Funds	In-Kind or Other Matching Funds	MSP Funds	In-Kind or Other Matching Funds
1. Salaries & Wages (Professional and Clerical)						
2. Employee Benefits						
3. Travel In-State						
4. Travel Out-of-State (attach justification)						
5. Materials and Supplies						
6. Consultants and Contracts						
7. Teacher Stipends						
8. Equipment (Purchase)						
9. Other (Equipment rental, printing, etc.)						
B. Indirect Costs* (if appropriate)						
Total						

* Please provide documentation of an approved indirect cost rate. In no case shall the indirect cost rate exceed 8 percent.

This form is a required element of the grant application. Justification for each of the categories shall be included in the budget narrative portion of the application. Modifications in the grant must be reflected over the two years of the grant and included as part of the annual reporting. Annual reapplication is required for continuation of funding for all grants. For reporting, you must include an itemized breakdown of these budget categories and a budget narrative explaining how you calculated each line item and the actual total project cost share.

Mathematics and Science Partnerships 2003-2004

PARTNER FUNDING REQUEST

Program Title:

Name of Partner Organization:

On this form, list only the funding this partner will receive from the grant and the in-kind amount or matching funds it will provide.

A. Direct Cost Requested for Partnership	YEAR 1 – From Date of Award to 9/30/04		YEAR 2 – From 10/1/04 to 9/30/05		TOTAL	
	MSP Funds	In-Kind or Other Matching Funds	MSP Funds	In-Kind or Other Matching Funds	MSP Funds	In-Kind or Other Matching Funds
1. Salaries & Wages (Professional and Clerical)						
2. Employee Benefits						
3. Travel In-State						
4. Travel Out-of-State (attach justification)						
5. Materials and Supplies						
6. Consultants and Contracts						
7. Teacher Stipends						
8. Equipment (Purchase)						
9. Other (Equipment rental, printing, etc.)						
B. Indirect Costs* (if appropriate)						
Total Funding to Partner from Grant and Total In-Kind Contribution of Partner						

* Please provide documentation of an approved indirect cost rate. In no case shall the indirect cost rate exceed 8 percent.